DOCUMENT RESUME

ED 098 312 CE 002 376

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TITLE	Adult Instructor Development Handbook.
INSTITUTION	Kansas State Dept. of Education, Topeka. Div. of Vocational Education.
PUB DATE	1 May 72
NOTE	32p.
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	*Adult Educators; Educational Methods; *Teacher Improvement

ABSTRACT

The purpose of the handbook is to serve as a guide and tool for instructors of adults. It uses a "learn-by-doing" approach and briefly covers the topics of preparation, plans, instruction tools, students, practice, methods and techniques, individualized instruction, speaking, and evaluation. Tests (performance, observation, oral, paper and pencil, and objective) are outlined along with comments on feedback and instructor development. Three appendixes provide a checklist for instructors, an abbreviated lesson plan form, and reading resources. (NH)

ED 098312

Adult Instructor Development Handbook

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May 1, 1972

CE 002 376

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Division of Vocational Education

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Foreword

As an instructor working with adults, you can help students to enrich and improve their lives. Your assistance will help to upgrade them in their present occupation, prepare them for new careers, or provide additional skills and knowledge for the worthwhile use of leisure time. Your selection to be an instructor probably resulted because of your skill and knowledge in the subject you are going to teach. You may or may not have had some previous adult teaching experience; therefore, this handbook is intended as a guide and a tool to assist you in your instruction. Your students will expect you to know your subject well and be sincerely interested in them as persons. Therefore, you are expected to do the very best you can at all times, to instruct effectively, accurately, and enthusiastically.

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Handbook Use

As you develop as an instructor you will understand the importance of participation of students in learning. Perhaps from your own experience you found you learned by "doing". The "learning by doing" approach is used in the pages that follow. As you progress through the various sections of this manual you are asked to read with a pencil in hand and jot down your reactions in the appropriate spaces provided in the margin. This simple note taking approach is to help you to remember the important points in each section. In addition, the illustrations, examples and summaries help to support and clarify the main points as well as helping to make key ideas stick with you as you build on the knowledge you will acquire.

Preparation

You may have worked at your job for many years but the day you begin instructing your class is the day you truly are expected to be a specialist in your field and you will be judged by your students accordingly. As the instructor for your class you must make sure you know the WHOLE subject. The more you know your subject the more clearly you can present each part, the easier it will be for you to utilize the equipment furnished and the simpler it will be for you to answer questions.

NOTES

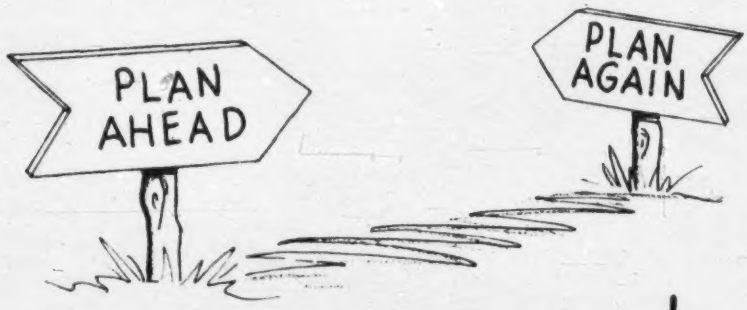
As an instructor it is _____ to know the _____ subject. This makes instruction _____.

Supervisor

The supervisor in charge of your education program will make your new teaching task as simple as possible. He is aware of the time you can devote to obtaining accurate effective material and will furnish you with the necessary information and equipment. Your supervisor should be ready to help you in planning the sequence and manner in which material is to be presented as well as telling you about the training aids available for use in your presentation.

Help in your instruction program is available from _____.

The supervisor helps you in _____ the sequence and manner in which material is _____.



Plans

NOTES

To be effective, instruction must be planned. The following is a three (3) step approach to making a plan for instruction. We begin with an explanation of the purpose of the lesson. It is best understood if made in words showing action or performance that can be observed. Examples below have statements of purpose using performance or action words.

A plan for instruction begins with a _____ of _____.

EXAMPLE

"The purpose of this lesson is to show students how to USE a wrench properly."

"The purpose of this lesson is to show students the way to OPERATE equipment."

"The purpose of this lesson is to help students IDENTIFY and INSTALL the correct parts."

A statement of purpose tells you where you are going with each lesson in words that make it easy for you to know when you have reached your goal. For this reason we sometimes describe purposes as having R. A. M. qualities; that is, purposes should be:

Statement of purpose qualities are:
R.
A.
M.

NOTES

Realistic--concrete, genuine, not hazy

Attainable--reachable, possible, can be done

Measurable--you can see-count, gauge, quantify

The second step shows you how to get wherever it is you are going. It's a description of what your students need to fill the purpose of your lesson. Like taking a trip--you may know where you are going, but you have to know whether walking, driving or flying is the best way to get there. A description of the information would resemble the following:

Step two in instruction plans is a _____ of the information.

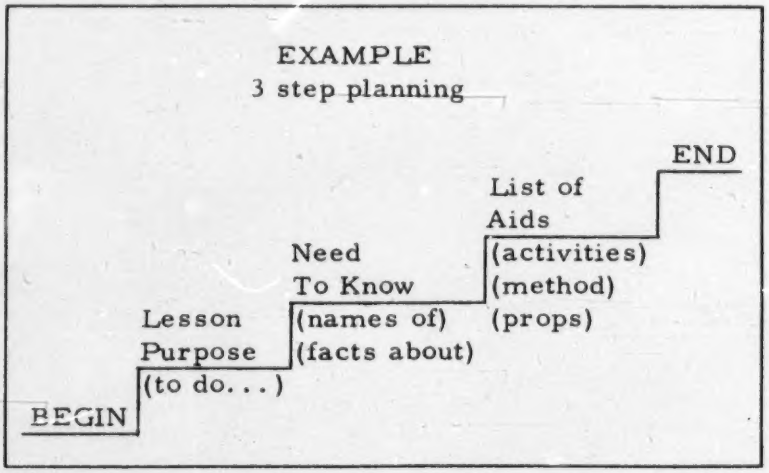
EXAMPLE
Students need to know the facts about.....
Students should know names of the.....
Students should review and be able to recall the information on .....

This step will probably have the bulk of the material in your plan. You should guard against the tendency to put too much information or information not related to the lesson purpose. Try putting yourself in the students' place and ask yourself possible questions that will fit into the second step category. (What would I need to know to do... ?)

The third step is a listing of the aids to be used to present

the lesson. You will need to list the activities, the methods and techniques and the props to be used for the presentation in brief sentences that will remind you what to use and how to use it.

To help you see how all three steps fit together consider the following diagrams.



In addition, you will find an abbreviated lesson plan in the back section.

The lesson plan is a guide to help you instruct. An instructor should enlarge and expand the presentation from his plan and not be confined by it.

As part of your planning it is important to organize the subject area into units of instruction or organized grouping of information. Each unit must be complete enough to cover all the material in a logical clear relationship to the other units.

NOTES

Step three means listing the _____ or _____ to be used.

The parts of the 3 step plan are:
1.
2. Need to know
3.

An instructor should expand upon the _____.

Changing from one unit to a new unit should build on information that is already known to information that is new and different. Your plan for each lesson supports the units and subject areas. In preparing for instruction remember to plan your work--and work your plan.

NOTES

Units of instruction should _____ on previous understanding.

Instruction Tools

To support and clarify your instruction, consideration must be given to the use of training aids or props that can be helpful in your presentation. The use of graphic materials, projected, recorded materials and models enable the instructor to convey a message clearer and faster with the additional benefit of maintaining attention longer. Instruction tools, aids or media may be grouped as:

Clearer and faster messages come from use of:

_____

_____

- Graphic Visuals - flip charts, chalkboard, flannel, hook & loop, magnetic boards, flash cards and posters
- Recorded Materials - the use of tape recordings, TV, cassettes or other tape equipment to provide interviews,

sound effects or excerpts from presentations.

- Projected Materials - opaque and overhead transparencies, 8 & 16 MM motion picture films, filmstrips and 35 MM slides.

- Models, Mockups, Simulators, Instruments and Equipment or Devices

An instructor using instructional tools should preview and rehearse with his aids. Aids are used along with, before, or after a discussion or question and answer period. The available evidence indicates that people understand and retain longer those things that they see and hear. Visual and audio materials help to secure clearness and understanding. The use of aids is advised when:

- you are showing how something is done (layouts experiments, construction)
- you are explaining operations (machines, natural & physical events)
- you are showing organization and how one part is related to another
- you are providing a lot of information in numbers, amounts, figures and statistics

The real world is a visual, moving world--visual materials can help the student understand with action, meaning and clearness.

NOTES

Make sure you _____ and _____ with instructional tools.

Benefits from use of visual & audio aids are _____ & _____

Reasons for use of aids are:
1.
2.
3.
4.

Students

NOTES

An instructor must recognize that working with adult students is different than working with nonadult students. With adults it is important to establish a reasonably controlled, informal and relaxed surrounding. When you combine this with the theory that adults learn well from each other then you begin to create a "participation setting" making it productive and effective for instruction. When an adult clearly sees a need for learning (to advance or keep a job, help his family, etc.) and he sees his learning is related to practical use--then the quality of learning is improved. As he progresses, he expects to hear from the instructor exactly how well he is performing and see evidence of his progress. Adults attend class because they want to attend (self-motivated) but have feelings of doubt, insecurity and are afraid of failure. This means that the instructor needs to help them overcome fears of ridicule and rejection.

Additionally, an instructor working with adults should be

Adults learn from other _____

Learning is practical when _____

An instructor should try to help students _____ fears.

"tuned" to the possibility of physical differences. These physical differences would be in the form of hearing, speaking and seeing and fatigue. Instructors should make adjustments to allow for these differences accordingly (speaking louder, writing larger, changing activities often).

All adults are moved to act as a result of seeing that certain needs they have are met or will be met in the near future. Whatever it is that causes us to act as individuals or as a group--that "something" is related to satisfying the following broad grouping of needs:

- -the need for self-esteem or the feeling a person is of worth and value.
- -the need to be recognized as individuals and to be recognized for one's performance.
- -a need for interesting and new experiences and to be challenged.
- -a need to feel secure and wanted or loved by fellow human beings.

The instructor should work to understand and develop a way of applying his understanding of individual needs to his instruction. Through participation, individual attention, and consideration of all students as people with worthwhile interests, backgrounds and experiences, the instructor moves toward a satisfying relationship with his

NOTES

Attention should be paid to adult differences.

A listing of needs is:
1.
2.
3.
4.
5. Security
6.

adult students. It is understood that adult students should be treated with respect and consideration in a firm and business-like manner while being accepted without prejudgement and undue criticism. The instructor should equip himself with a willingness to change in order to work with students who have many varied needs. He should have a flexible frame of mind to help him to meet unanticipated situations and unforseen circumstances.

NOTES

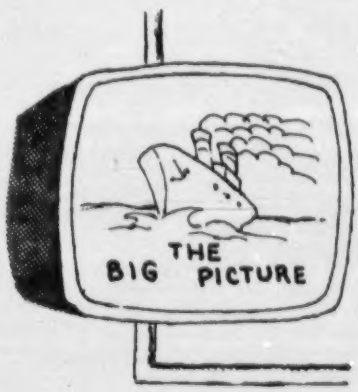
An instructor should try to be _____ and willing to _____.

Practice

Instructors are often concerned about practice, particularly in terms of how and when. There are a few simple approaches that may help. Each person should look at his own situation and act accordingly, trying some things, changing, or adjusting to what is needed. New instructors should practice a lesson by presenting it aloud. Just reading the lesson is not enough. However, some instructors try practicing aloud and find it is not at all satis-

The presence of students _____ the instructor to perform

factory. This is because the absence of students does not stimulate or cause the instructor to respond enthusiastically to the lesson. The important thing to remember is that to benefit you must keep trying even though you feel strange and uncomfortable. With practice you overcome this feeling and adjust by imagining students are there, by using one's family or friends, or pairing off with someone else. In budgeting your practice time you should avoid last minute practice sessions since any changes you make will affect your presentation and format. The time of day or week is not important, though some insist practice as the last thing in the evening helps to impress the material and format on the mind.



The approach to practicing any presentation should consider that the mind prefers the whole picture rather than part of the scene, and the continuous flow of ideas is more important than small side trips or excursions. The following steps are suggested:

NOTES

In general the mind prefers to see the_____

- Begin practice of your lesson by reading through silently (don't backtrack) getting familiar with the general pattern. Then come back and go through the lesson aloud (deliberately and carefully). As you go along alternate silent presentations with speaking aloud. Continue until you feel confident you are grasping the overall pattern.

In practicing, read aloud and then alternate with reading _____.

- When you have control of the entire presentation, "polish it up" working on those "stumbling blocks" particularly the examples, comparisons and summaries. Attention should also be given to the use of instruction tools, visual aids and props.

Smooth your presentation by working over the _____

- Should you memorize? Some instructors find memorizing introductory sentences or phrases gives them confidence and "kicks off" the unit or lesson--but this depends on the individual. As you practice you will find you are memorizing-not specific phrases but patterns and idea sequences which should be the goal of one's practice.

Patterns and idea sequences may be _____ rather than specific words.

- An instructor may improve his presentation by making a deliberate attempt to discuss the lessons with others without notes. This tests an instructor's abilities in an informal comfortable setting and provides an opportunity for the instructor to be asked questions that he may not have planned for and improve his presentation. In addition, he may get other examples or ideas he can use.

Discussion and outside experiences helps to _____the presentation.

- As practice continues an instructor should let ideas find the words and phrases to use in the presentation. As an instructor you should remember you are the specialist on your subject. No one else has put the effort and information in it that you have. You are more familiar with it than anyone else because you prepared it. Knowing this will give you confidence and an ability to deliver your presentation effectively.

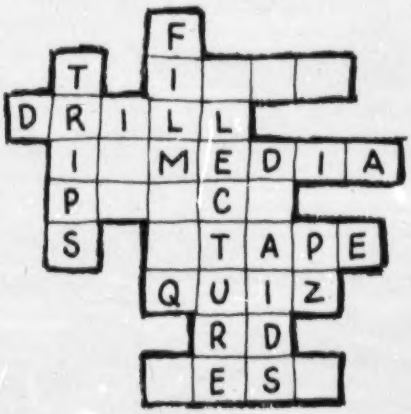
_____ know more about your presentation than anyone.

- An instructor should work on his presentations and practice to the point that his presentations

are developed in such a manner that he gives the impression to the observer that they are listening to "extended conversation" in the classroom setting.

NOTES

In the presentation give the impression of _____ conversation.



Methods & Techniques

The methods and techniques the instructor has available are many and varied. They may be grouped into three classifications:

The available methods and techniques are _____ and varied

a. methods and techniques involving things the instructor does

b. things the students do (individually and as a group)

c. things done separate from the students' or instructor's activities.

A listing of these activities is provided as follows:

Technique	Who Does	What It Is
Lecture	Instructor, outside expert	A speech or talk on a subject or area of knowledge
Discussion	Students may involve instructor or outside expert	Informal meeting with a specific purpose & subject. Involves all members (usually 6-10 persons)

Question Session	Instructor, Student, Outside expert	Planned questioning session to guide thinking usually summarized at end.	NOTES
Drill	Instructor	Repeated instructor directed activities to develop specific skills.	
Demonstration	Instructor or Expert	A performance or activity showing how an action, process or operation is done.	A demonstration is done by: 1. 2.
Visual Sound Demonstration	Instructor, outside expert	A film, chart, diagram, recording, or game on a specific subject or area	
Coaching	Instructor	A one-to-one relationship which instructor guides and directs the student	
Field trip	Instructor, outside expert	A visit to a facility or location to observe or be involved in operation	
Panel Discussion	Students, outside expert	A small group discussing a topic they have a special knowledge about. A question and answer session follows.	A question and answer session should follow the _____
Role play	Students	A skit or play planned around an incident or action with discussion.	

The method or techniques you use as an instructor depends upon the outcome you expect. For obtaining knowledge outcomes, understanding outcomes or skill outcomes, different techniques would be used. For example:

Selection of the _____ or _____ depends on the outcome desired

The Outcome Effect	Techniques To Use
Knowledge	lecture, panel discussion, films, recordings

Understanding	demonstration, visual-sound aids, discussion groups, trips, questions, role playing
Skills	exercises, drills, coaching skill-tutored activities, role playing

In a situation the instructor might use any technique. Consider a situation where your lesson involved a vehicle. You could begin with facts (knowledge) about the vehicle using the appropriate techniques, and conclude with the techniques for the outcome effecting skills. For another situation, if the outcome desired was to effect understanding things (including vehicles) without any skill in their use, then you would use the right technique for understanding which might involve one or any number of the techniques listed.

NOTES

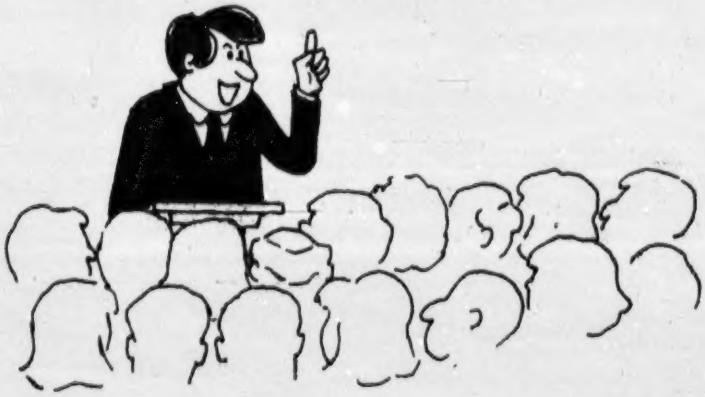
An instructor will probably use a combination of _____ for the best understanding

Individualized Instruction

A recent innovation for organizing and preparing the learning situation to effectively help the student is called individualized instruction. Briefly, this might be done in such a way that materials, information and learning devices are made available to the student who proceeds to work at his own pace in the area of his interest. For example--if a student was interested in certain equipment he would be given information on the equipment, told of other sources

The learning situation is organized and prepared to allow students to work at their own _____

for information and encouraged to proceed at his own rate, subject to periodic direction by the instructor whose role is to help and guide the student.



Speaking

It must be understood by the instructor that to speak effectively one must know the subject well. This is the basis upon which to build any presentation.

To a degree every presentation requires speaking skills that can be learned and developed. The "key" is to make the effort to understand the skills and then to practice, improve, practice, improve and practice, improve.

Speaking, as in conversation is simply taking the idea or subject and talking about it in an orderly and interesting way. In conversation you don't get an idea, put together a sentence, decide how to say it, practice and then speak. So it is with speaking--you talk about your subject emphasizing preparation and planned practice.

NOTES

Speaking skills can be _____

Instructional speaking is simply talking in an_____ way.

Speaking should be as normal and genuine as possible using the natural pitch of the voice as well as the natural level of loudness. Big words and flowery phrases detract.

Proper pronounciation of words comes with practice and attention to the clear sounding of certain letters and overcomes the mumbling or slurring sounds some speakers have. Special attention should be directed to "t", "d", "f", "k", "g", "p" and "b" as letters that should be spoken clearly in order to overcome mumbling and slurring.

When speaking, eye contact with students simply means the speaker's eyes should contact the eyes of the students. This means avoiding the tendency to look at the back wall or just over the heads of your audience. Good eye contact suggests that a speaker should look at his audience as he would any group of friends, keeping eye contact with one person for awhile--moving on--and onto the rest. Eye contact indicates enthusiasm, interest and sincerity all of which are important ingredients of the successful adult teacher.

With experience, a feeling of audience moods will begin to develop. This is needed in deciding whether to use a humorous, a serious or an intense approach with your audience. With exposure, a speaker develops an awareness and sensitivity about his audience.

NOTES

Practice and attention to clear sounding of letters will improve proper _____

The speaker's eyes and the _____ of the _____ should maintain contact.

A speaker after awhile develops an _____

As an instructor improves and grows in the development of clear idea patterns and logical sequences that are vivid and meaningful, his self-confidence increases and his speaking habits will appear to be natural and relaxed.

It is possible that a person may acquire and actually practice bad habits or distracting mannerisms. For this reason, outside evaluation and feedback is required. It may be a simple matter of enrolling in an adult education speaking class or a local Toastmaster club. Both choices will provide the instructor with a situation in which the practicing speaker can get an evaluation of his performance in order to help him to improve and progress.

Evaluation

The area of evaluation, like learning, is concerned with what goes on between the instructor and his students. Evaluation is a broad description of the area that includes

NOTES

As he develops a speaker should appear _____ and relaxed

To get an evaluation and feedback an instructor may want to participate in:
1.
2. class

Testing, reviewing and providing feedback are parts of the _____ process

testing students, reviewing performance and providing the feedback or the performance.

Most adults have a tendency to feel uncomfortable and a little fearful of testing. Part of this is because of their previous experience with tests that were often unpleasant and unsupportive. Tests should not be used as a threat or "club" to force performance. It may provide some short term effects but the long term result is not desirable.

A test is a device to help the instructor to know and understand his students' needs and progress, in addition to its use as a learning tool.

When constructing tests the instructor must review his objectives and construct the tests in accordance with the goals, purposes, objectives and observed performance of his class. Consideration must be given how each individual class proceeded toward the objectives or goals in terms of the instruction provided. It is easy to expect that a class reached the goal, but an instructor must look at the situation realistically and construct his tests accordingly.

NOTES

A test should _____ the instructor and the student

Tests should be constructed according to:
1.
2.
3.

Testing Students

Tests are grouped according to their operational use. The groupings are:

A. Performance Tests

These tests are used to see how well a student can perform a specific task or job. These tests also may be used to discover the degree to which a skill has been mastered. Performance tests take a lot of time to administer and are usually limited in the number who can participate at a given time. A performance test usually requires a student to manipulate, put together or set up under performance test situations. Athletic performances, food preparation and typing are examples of performance test. When preparing a performance test the instructor should consider:

- the quantity or degree of performance needed to show an ability to perform.
- the accuracy or quality of performance needed to demonstrate an ability to perform.
- the time requirements to be established for the performance of the student.

NOTES

Skill mastery is measured with a _____test

Performance tests should include degree of_____, accuracy or quality of_____, and time requirements established for students.

B. Observation Tests

These tests are often used to evaluate overall abilities, work habits, attitudes and cooperation. Personal judgement is required and may distort the evaluation. The observation test may be used in consultation with the person being evaluated. Observation tests should be used on a regular basis. This test is principally considered an evaluation instrument rather than a test. Most of the benefit comes from the exchange between instructor and student, along with the supplemental support this test provides for other test information.

NOTES

Best results from observation tests should be on a _____ basis.

C. Oral Tests

Oral tests are not in very popular use at the present time. They are usually unplanned, create tension between student and examiner, are time consuming and record keeping is difficult.

In constructing an oral test, the instructor should be sure that the questions to be asked are well planned, lead to a specific goal, and that a rating or record of the student's response should be used.

Oral tests should be:
1. Well _____
2. Have a _____
3. And a _____ of response be provided.

D. Paper & Pencil Tests

These tests are the most commonly used for evaluating students. Paper and pencil tests are divided into two classifications: objective and subjective.

Subjective tests usually ask the student to explain or comment on a statement. The common description of this test is to call it an essay test because it requires an essay-like response. The advantages are that they require less time to prepare, they can evaluate organizational ability and attitudes, and if posed properly, a great deal of knowledge. However, these types of tests are difficult to score and need close attention to make sure the answers are not vague but

Paper & pencil tests are of two types:
1.
2.

Essay tests require an _____ like response.

specific. Examples of essay questions usually look like this:

NOTES

EXAMPLE
"Explain the value of "_____"
"Describe your understanding of "_____"
"Discuss the points on"_____"

E. Objective Tests

Objective tests are the most popular and familiar type of tests presently in use. They are easy to grade but require more time to prepare. The various types of tests are:

The most popular type of test is the _____ test.

1. Multiple choice test--usually an incomplete statement with 4 or more sets of answers provided in the same general sentence. The student marks the one best answer. The other answers must appear to be possible answers in order that the student will discriminate as to which is the best answer. In writing objective tests, attention should be paid to patterns, habitual use of words, or key words that will make some answers appear to be better than other answers.

2. True-False tests--a statement that is wholly true or partially false in which the student's response to it as true or false. Qualifying words such as "all", "never", "none", should be avoided as well as the exclusive use of true-false tests in the evaluation effort. True-false tests should be used with other forms for more effective subject coverage and variety.

True-false tests should be used with _____ _____ of tests for best results.

NOTES

EXAMPLE

(CIRCLE)

T F The object of job training is preparation

3. Matching tests--these tests usually have two or more columns of words or phrases that match up with one another. The student should be able to recognize relationships and associations and indicate in some way which word or phrase corresponds to the word or phrase in the opposite column. Test makeup may also have several words matching with one word as well as vice versa.

Matching tests look at students' ability to _____ and _____

EXAMPLE

Connect correct answers with a straight line

1. a color	a. U.S.A.
2. a country	b. a tool
3. pliers	c. an inch
4. a measurement	d. the sun
5. energy source	e. red
	f. flat

F. Completion Tests

These tests are usually tests that omit a word or phrase and require the student to fill in the proper blank space. The word or phrase may or may not be provided. This type of test usually requires a student to recall specific facts and information.

Tests requiring a student to recall and complete a sentence or phrase is called _____ test.

NOTES

EXAMPLE

Selecting the proper tool for the job is up to the _____(supervisor/man on the job)

The U. S. A. is made up of _____states.

The instructor often finds he has a tendency to favor the use of one type of test over others. He should strive to vary the type of question used within the test and within his whole approach to evaluation. Balancing his approach will help ensure that his evaluation attempts are fair. Instructors should use tests as learning techniques by including discussion, student scoring, buzz sessions and profile to progress charts showing improvement and growth.

Fairness is improved by use of a _____ approach.

Based on the experience of "professional tester", in order to get the most from a test an instructor should do the following:

a. Explain the purpose of the tests to students

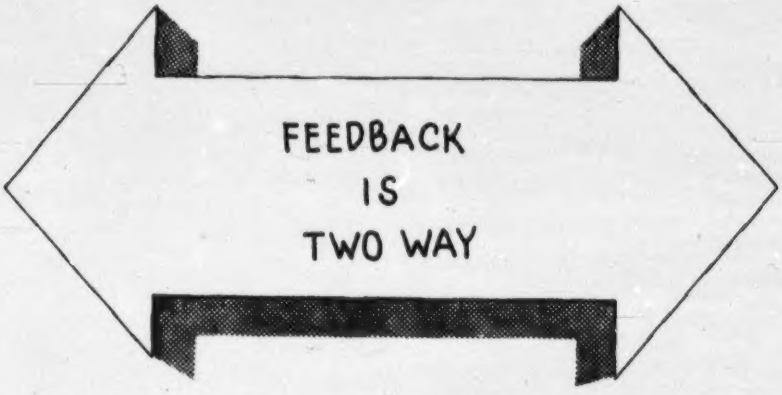
b. Reduce tensions and relax students

c. Use the test in analyzing and counseling students

These few simple steps will not only make the instructor's job easier but will also serve to help the student perform his best in a positive constructive manner.

Feedback

While much of the feedback from students to the instructor will come from tests, it is pointed out that there are other ways of getting feedback. The purpose of feedback is to allow the instructor to see how close he is to meeting course objectives and to leading individual and class session improvement. An instructor can expect good feedback if there is unrestricted informal communication between instructor and students. Questions provide an indication of feedback, as does the enthusiasm, attendance and interest of the students. If the instructor finds that time and time again he is late in finishing class sessions this may be a form of feedback that tells the instructor that some changes must be made in his planning or in the actual presentation.



Feedback helps us to improve by making the necessary corrections once we understand the reason for our problems. As an instructor you should begin early to understand feedback and look for ways in which it can help you to help students and become more effective.

NOTES

Feedback comes from unrestricted _____

_____

Feedback may also come from:
1.
2.
3.

An instructor should understand feedback and _____ it.

Summary

We have seen the importance and value of the instructor's job in the preceding sections.

As an instructor stresses preparation and planning, including written purposes, information and activities, his task becomes more involved. There are many ways available in which he may become more effective through the use of instructional tools, knowledge of students and diligent sincere practice. As the instructor develops methods, techniques and improves his speaking abilities, the various components necessary for effective instruction falls into place. Finally through evaluation of his presentation, his overall program and performance, he gets the necessary feedback that moves him toward an increasingly improved presentation.

NOTES

Effectiveness is increased by:
1.
2.
3.

As components fall into place the instructor becomes more _____ and allows for means of _____ ing his presentation.

Checklist for Instructors

V 1. Have you reviewed and understand the whole subject?

___2. Has the supervisor been contacted and consulted?

___3. Are plans completed, including individual lessons?

___4. Do the units support and coordinate with one another?

___5. Have you utilized instruction tools in your preparation?

___6. Has a rehearsal been conducted with the aids to be used?

___7. Do you understand the differences present when working with adults?

___8. Are you prepared to adjust for students' physical differences?

___9. Are adult needs considered in your presentation?

___10. Have you explored the various ways of practicing?

___11. Are patterns and idea sequences fixed in your thinking?

___12. Have you explored the possible uses of individualized instruction?

___13. Are you familiar with all the areas of evaluation relative to your presentation?

___14. Have the necessary preparations been made to ensure adequate testing?

___15. Have you made provisions for preparing the students to take a test?

___16. Are you prepared to receive feedback from your students?

___17. Are the physical arrangements planned for in the classroom?

Abbreviated Lesson Plan

TITLE OF PLAN _____, Date _____

CLASS TO BE USED IN _____, Instructor _____

THE PURPOSE OF THIS LESSON IS _____

_____

_____

(Use action words) (Realistic - attainable - measurable)

STUDENTS NEED TO KNOW - - -

AIDS TO BE USED ARE:

(Activities, methods, techniques)

Reading & Information

Cohen, K. J. and Rhenman, E. THE ROLE OF MANAGEMENT GAMES IN EDUCATION AND RESEARCH. Mlgt. Sci., 1961, 7, 131-166

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Morlan, John E., PREPARATION OF INEXPENSIVE TEACHING MATERIALS

Chandler Publishing Company, 124 Spear Street, San Francisco, California 94105, (1963)

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Underwood, B. J., Interference and Forgetting, Psychological Review, 1957, 64, pp 49-60